



Forest Lake Elementary

6801 Brookfield Road
Columbia, SC 29206

Grades	PK-5 Elementary School	
Enrollment	592 Students	
Principal	Kappy Cannon	803-782-0470
Superintendent	Dr. Stephen Hefner	803-787-1910
Board Chair	Stephen Shellenberg	803-736-5530

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Average
2007	Average	At-Risk
2006	Good	Average
2005	Good	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

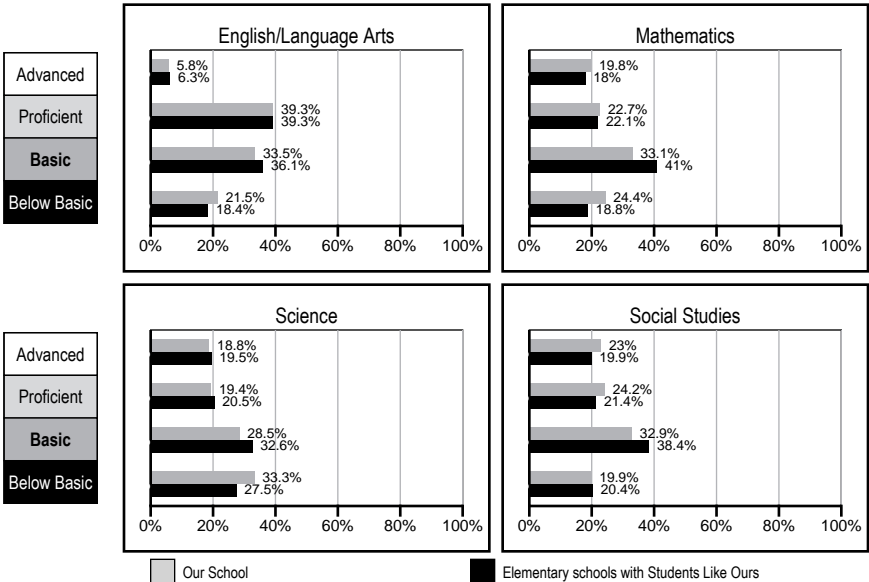
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	14	57	6	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=592)				
First graders who attended full-day kindergarten	87.6%	Up from 83.3%	100.0%	100.0%
Retention rate	3.7%	Up from 3.0%	2.1%	2.3%
Attendance rate	96.7%	Up from 96.4%	96.4%	96.3%
Eligible for gifted and talented	18.7%	Down from 20.2%	12.5%	10.4%
With disabilities other than speech	9.1%	Up from 7.5%	7.6%	7.5%
Older than usual for grade	1.9%	Up from 1.3%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=51)				
Teachers with advanced degrees	58.8%	Up from 54.9%	56.0%	56.7%
Continuing contract teachers	56.9%	Down from 82.4%	77.7%	77.3%
Teachers with emergency or provisional certificates	2.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	79.6%	Down from 85.5%	88.0%	86.4%
Teacher attendance rate	96.0%	Down from 97.1%	95.0%	94.9%
Average teacher salary	\$46,279	Up 2.3%	\$45,339	\$45,345
Professional development days/teacher	9.8 days	Up from 9.7 days	12.1 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.6 to 1	19.2 to 1	18.5 to 1
Prime instructional time	91.6%	Down from 92.4%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.1%	Up from 88.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$8,410	Up 4.1%	\$6,441	\$7,052
Percent of expenditures for instruction*	78.6%	Up from 78.0%	70.0%	69.1%
Percent of expenditures for teacher salaries*	71.4%	Up from 70.8%	65.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Forest Lake Technology Magnet School is a school of national and state distinction that fosters a positive learning environment for all students. Forest Lake Elementary's most recent honor is being chosen as a 2008 Magnet Schools of America School of Distinction.

Other honors include being chosen as a recipient of the 2003-2006 SC Exemplary Writing Award, being chosen as a NASA Explorer school, the Intel Schools of Distinction 2007 award in the area technology excellence, a 2007-2012 SMART Technologies Showcase School, a 2007 Red Carpet winner, and a 2007 Palmetto's Finest Award winner.

Our instructional program focuses on the SC Curriculum Standards through experience based and integrated thematic instruction practices with an emphasis on technology. Students are actively engaged in the learning process. Forest Lake's commitment to learning extends beyond the basics. Our well trained, dedicated staff works diligently to provide every student with academic experiences beyond the classroom so that students will achieve to their fullest potential.

Several school-wide programs and activities have been implemented to promote student achievements. Sciencefest, Cultural Arts Week, NASA Family Nights, various art competitions, chorus and drama productions, reading programs, a Lego Robotics team, and technology project are the challenges our students enjoy every year.

The leaders of tomorrow must begin learning today as we expose our student to the latest in technology, communications, and culture. Forest Lake is proud of our exceptional art and music programs as well as our innovative Sci-Tech lab and our state of the art TV studio. Technology and writing are integrated throughout the instructional program.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	76	53
Percent satisfied with learning environment	100.0%	92.1%	90.2%
Percent satisfied with social and physical environment	100.0%	89.5%	86.8%
Percent satisfied with school-home relations	100.0%	89.5%	73.1%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.6%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	273	98.9	22	33.1	38.8	6.1	54.7	54.9	48.2	Yes	Yes
Gender											
Male	146	99.3	26.7	34.4	31.3	7.6	46.6	47.6	41.7	N/A	N/A
Female	127	98.4	16.7	31.6	47.4	4.4	64	62.6	55	N/A	N/A
Racial/Ethnic Group											
White	88	98.9	9.4	22.4	55.3	12.9	78.8	75.1	60	Yes	Yes
African American	163	98.8	29.1	39.7	29.1	2.1	41.8	44.1	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.4	70.4	I/S	I/S
Hispanic	11	100	25	50	25	0	25	45.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	49	95.9	64.1	30.8	2.6	2.6	5.1	20.4	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	28.6	23.8	33.3	14.3	47.6	51.6	36.9	I/S	I/S
Socio-Economic Status											
Subsidized meals	143	99.3	32.3	45.2	20.2	2.4	36.3	37.4	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	273	99.3	25.2	32.5	22.8	19.5	52	50	45.8	Yes	Yes
Gender											
Male	146	99.3	28.2	29.8	19.1	22.9	47.3	48.2	45.6	N/A	N/A
Female	127	99.2	21.7	35.7	27	15.7	57.4	51.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	88	98.9	9.4	21.2	29.4	40	76.5	73.9	59	Yes	Yes
African American	163	99.4	33.8	39.4	20.4	6.3	38.7	37	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	79.1	71.3	I/S	I/S
Hispanic	11	100	37.5	37.5	12.5	12.5	25	40.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	49	95.9	64.1	28.2	5.1	2.6	12.8	20.9	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	22	100	33.3	23.8	14.3	28.6	47.6	51.5	38.7	I/S	I/S
Socio-Economic Status											
Subsidized meals	143	100	36	40.8	18.4	4.8	32.8	32.2	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	186	100	34.3	27.8	18.9	18.9	37.9	43	35.7	96.7	97.3
Gender											
Male	101	100	36.3	24.2	18.7	20.9	39.6	44.2	37.4	96.6	97.2
Female	85	100	32.1	32.1	19.2	16.7	35.9	41.8	33.8	96.8	97.5
Racial/Ethnic Group											
White	57	100	16.1	23.2	23.2	37.5	60.7	68.8	49.2	96.8	97.2
African American	114	100	47	29	19	5	24	29.1	17	96.6	97.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	65.2	58	97.6	98
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	37.1	24.9	95.8	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	97.2	96.5
Disability Status											
Disabled	29	100	65.2	26.1	4.3	4.3	8.7	18.6	14	96.2	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	15	100	13.3	40	6.7	40	46.7	43.8	24.4	96.8	97.2
Socio-Economic Status											
Subsidized meals	98	100	47.1	28.2	17.6	7.1	24.7	24.7	21.1	96.3	96.8

Social Studies

All Students	184	100	20.9	32.5	23.9	22.7	46.6	42.9	34	96.7	97.3
Gender											
Male	101	100	22.2	30	24.4	23.3	47.8	44.7	36.6	96.6	97.2
Female	83	100	19.2	35.6	23.3	21.9	45.2	40.9	31.3	96.8	97.5
Racial/Ethnic Group											
White	62	100	6.7	26.7	25	41.7	66.7	62.5	44.5	96.8	97.2
African American	107	100	29.7	35.2	24.2	11	35.2	31.9	19.1	96.6	97.4
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	67.9	58.9	97.6	98
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	37.4	27.5	95.8	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	97.2	96.5
Disability Status											
Disabled	33	100	66.7	25.9	7.4	0	7.4	21.3	14.4	96.2	96.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	16	100	20	40	13.3	26.7	40	45.9	27.3	96.8	97.2
Socio-Economic Status											
Subsidized meals	100	100	32.9	37.6	22.4	7.1	29.4	25.3	21	96.3	96.8

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	99	99	21.6	30.7	37.5	10.2	47.7
	4	80	100	14.9	39.2	44.6	1.4	45.9
	5	99	100	24.2	42.9	29.7	3.3	33
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	89	100	16.3	36.3	38.8	8.8	47.5
	4	98	100	30.2	25.6	38.4	5.8	44.2
	5	86	96.5	19	38	39.2	3.8	43
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	99	100	29.5	40.9	20.5	9.1	29.5
	4	80	100	16.2	48.6	20.3	14.9	35.1
	5	99	100	30.8	36.3	15.4	17.6	33
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	89	100	35	30	15	20	35
	4	98	100	22.1	32.6	25.6	19.8	45.3
	5	86	97.7	18.8	35	27.5	18.8	46.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	52	98.1	37.8	22.2	33.3	6.7	40
	4	80	100	31.9	33.3	19.4	15.3	34.7
	5	52	100	38.1	26.2	11.9	23.8	35.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	32.6	20.9	25.6	20.9	46.5
	4	98	100	34.9	31.4	20.9	12.8	33.7
	5	42	100	35	27.5	7.5	30	37.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	48	97.9	7.3	39	46.3	7.3	53.7
	4	80	100	22.2	34.7	26.4	16.7	43.1
	5	52	100	31	33.3	11.9	23.8	35.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	44	100	24.3	40.5	27	8.1	35.1
	4	98	100	18.6	29.1	24.4	27.9	52.3
	5	42	100	22.5	32.5	20	25	45
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample